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ABSTRACT

This paper discusses the issue of accountability, educational relevance, and institutional effectiveness, and outlines the development of an educational plan, at Florida's Tampa College, designed to be more responsive to community expectations. First examined are the external and internal pressures, or demands, on the decision-making process in developing an educational plan. Next, the various educational domains are examined, as is their relation to what the community wishes to have achieved. These domains (educational, learning, and social) interact and affect the student in the educational process--that process being expressed and controlled in the educational plan. Next discussed is the role of the teacher as a member of the management team and the types of management changes (self-directed and participatory) that are being experienced by today's educators. Finally, the development of Tampa College's educational plan is described, including the plan's various goals in meeting community expectations, including the role of the school's president in plan implementation. The paper concludes with sample documents of the philosophies and goals of several school administrative departments in responding to the school's institutional effectiveness plan. (GLR)

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INSTITUTIONAL EFFECTIVENESS PLAN
OF
TAMPA COLLEGE

PURPOSE OF EDUCATIONAL OUTCOME EVALUATION

Education itself has emerged from a transitional period of traditional instruction characterized by the "little red school house" to the era of education via media and individualized instruction. Neither the teacher nor the community can afford to take a step backward. Both educators and the community are becoming more sophisticated in the formulation of an educational program--and each is asking for a more effective voice.

Under the aegis of accountability, the people providing the resources to carry out an educational program are asking for results, cost effectiveness, and improvements in the educational structure. Most educators agree that this type of accountability has been long overdue.

Accountability as it was originally proposed to the educational community was done in a "shotgun" approach with many sectors providing the pressure for the implementation of expected results overnight. What the community was seeking was a new system which would be able to provide results. Instead, many people jumped onto bandwagons to develop various accountability systems under such terms as:

1. Performance Objectives
2. Program Planning Budgeting Systems
3. Centralized Management
4. Participatory Management

Each represents some of the directions that educators took. In most cases, these early attempts dealt with segments of the problem instead of the whole problem and lacked acceptance of the educational community. Political pressures managed to retain the concepts of accountability in

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the forefront of educational planning and now the product is beginning to bear fruit. The end result should be an educational model which is more capable of delivering to community expectations.

EXTERNAL AND INTERNAL PRESSURES ON AN EDUCATIONAL PLAN

A college can no longer operate in a vacuum, ignoring the soundings formulating in the wings. By virtue of the educational process, a literate society exists which wants a voice in what its colleges are producing and that society now knows how to articulate its demands. Colleges are faced with a number of forces which must be considered in the decision-making process:

1. Federal Expectations: The federal government is providing considerable money to college educational budgets. Due to this backing and legislative pressure or national concern regarding the product of the college, demands are being made on the system which can be felt all the way to the classroom level.

2. State Expectations: Through the State Department of Education and legislative mandates expressed in law, state expectations are placed upon the colleges and felt directly in the operation of classes.

3. Corporate Expectations: The resultant effect that the educational product has on the community causes an accountability expectation regarding the colleges product and has become a very potent force requiring corporate requirements.

In processing each of these demand levels, there are internal and external forces which weigh on the decision-making process and, thus, establish priorities regarding the action to be taken:

1. Demands Outside of College (Outside of Education): This would represent input from governmental agencies, the business community, or others who do not have close contact with the college.

2. Demands Outside of College (Inside of Education): This input would come from federal or state educational agencies, professional educational associations, and other educational groups which do not have direct voice in the college.

3. Demands Inside College (Outside of Education): These groups and persons represent the segments of a local community which will make direct demands on the educational system and its end product.

4. Demands Inside College (Inside of Education): These are the demands on the staff which are based on their own perceptions of all the previous pressures, including the needs of the students themselves.

As illustrated in CHART A, these pressures are hierarchical with the decision making process or reaction to the demands being weighed against each of these pressures. If these demands are not placed into perspective, the result is chaos. It is for this reason that educational administrators have given their attention to improved systems which will allow for increased interaction to resolve educational demands.

One of the results which can be seen in this accountability mode is the use of "advisory committees" which can focus on the demands and place them into perspective as they relate to the existing resources and needs of the community and the college.

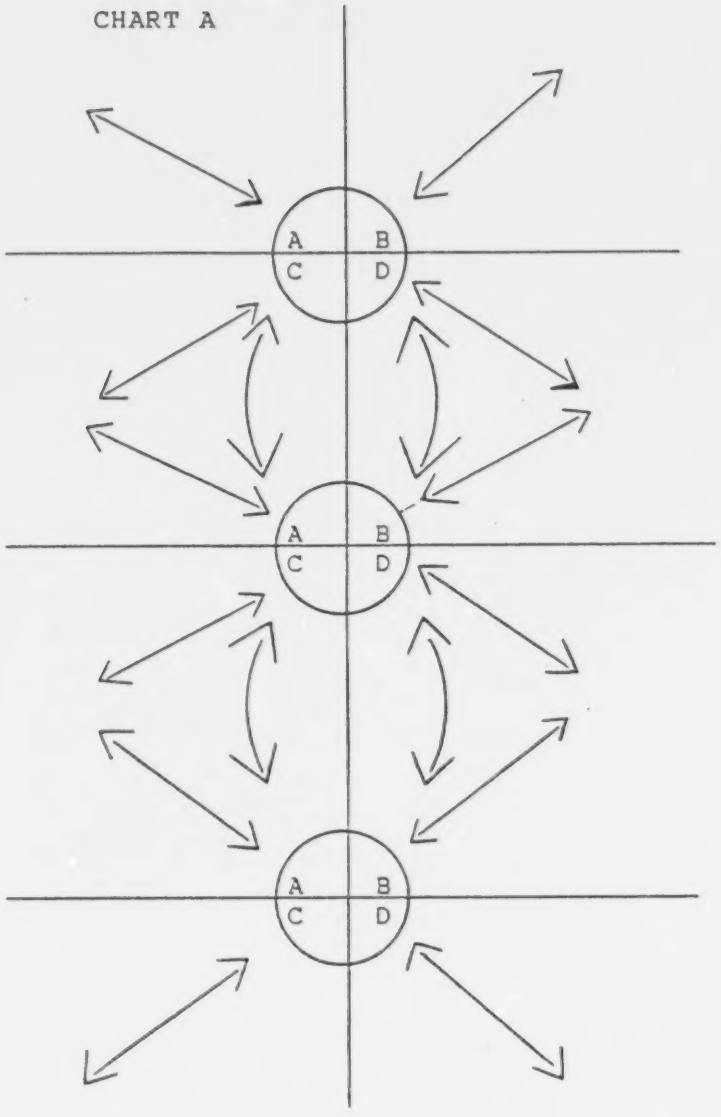
Advisory committees allow for the study of the demands of the educational system as measured in student outcomes based on community-determined standards. This type of demand might be expressed as "goals" which the community wishes to have achieved. The educator's role then exists in interpreting these goals into instructional programs which reflect the learning patterns of students.

TAXONOMIES OF EDUCATION

THE EDUCATIONAL DOMAIN

A number of behavioral scientists have developed extensive theories about how a student learns, but none have yet discovered exactly what happens when the student reaches the "ah ha" level of true comprehension. The closest we have been able to come has been in the measurement of intelligence or, better yet, achievement when measured against prevailing standards.

CHART A



A DEMANDS OUTSIDE EDUCATIONAL COMMUNITY

B DEMANDS INSIDE EDUCATIONAL COMMUNITY

OUTSIDE COLLEGE

C DEMANDS OUTSIDE EDUCATION

D DEMANDS INSIDE EDUCATION

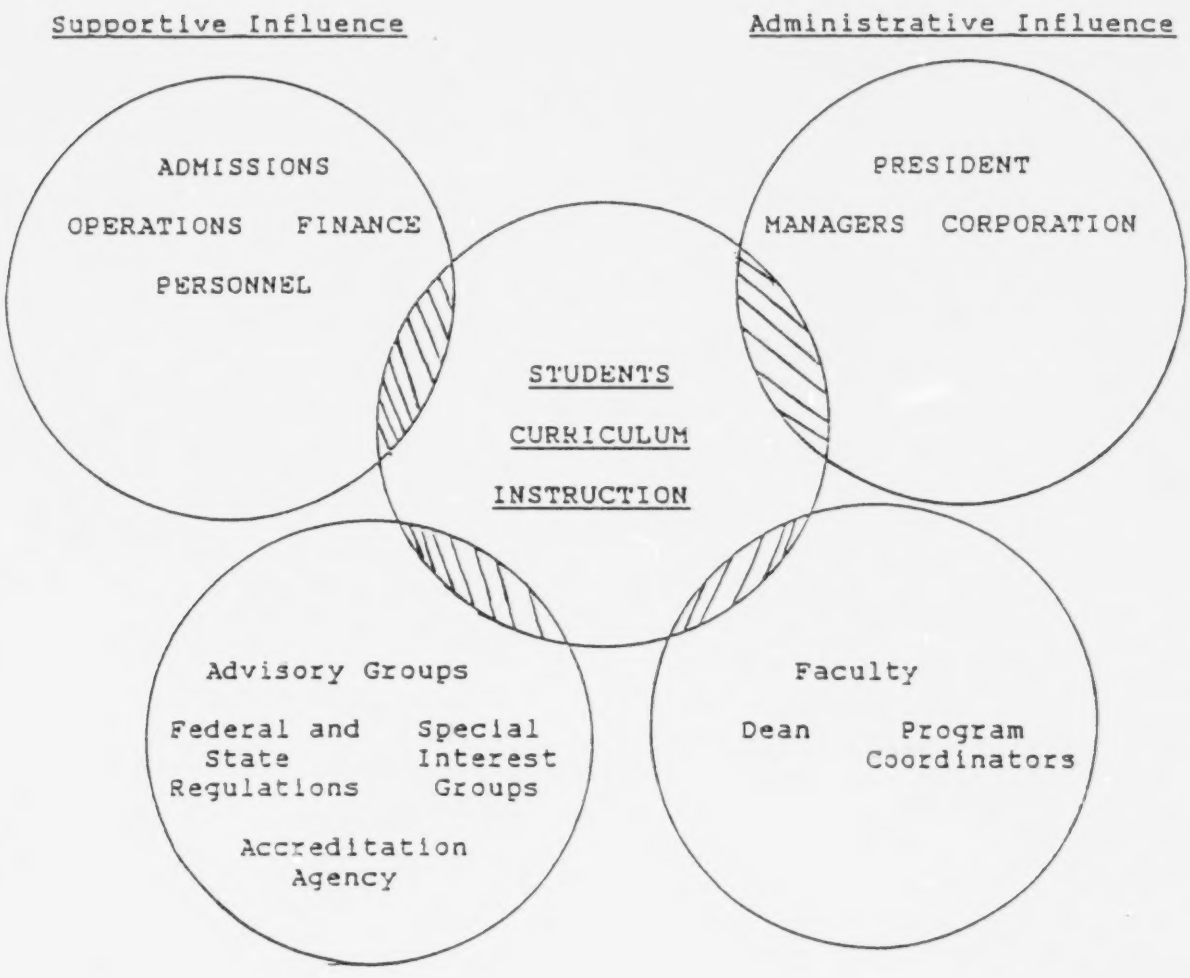
INSIDE COLLEGE

INSTITUTIONAL EFFECTIVENESS PLAN OF ACTION
OUTCOME EVALUATION

Program Accountability and Learning

Knowledge and Skills

Individual Accountability



One of the most brilliant works of modern education was the classification of levels of learning into a taxonomy of educational objectives. Benjamin S. Bloom and others created the taxonomy while working on the refinement of college entrance examinations where it was felt important to know the levels of attainment reached by the student regarding his ability to learn.

Teachers' later use of taxonomy proved that very ineffective learning was taking place since most teacher-designed tests did not measure what the teacher expected of the class. This, in turn, led to many changes in attitudes related to instruction, including stated performance objectives, so students knew what was expected of them in the educational environment.

Bloom's original taxonomy is composed of three domains: the Cognitive Domain, first printed in 1956; the Affective Domain, printed in 1964; and the Psychomotor Domain, printed in 1972 and edited by Anita Harrow. Within each of these three classifications are represented levels of learning which a student must acquire. These have an effect on two other domains which will be further illustrated. The Cognitive Domain and the Affective Domain as classified have the following hierarchy:

Cognitive Domain [1]

1. Knowledge - Knowledge is defined as the learner's recall of previously acquired material, ranging from specific facts to theories. Knowledge represents the lowest level of cognitive outcome.

2. Comprehension - Comprehension is defined as the learner's ability to know what is being com-municated and his ability to make use of the communication. Comprehension represents the lowest level of understanding in the cognitive domain.

3. Application - Application is defined as the learner's ability to use abstractions in concrete situations. Abstractions include such things as general ideas, rules, methods, principles, and theories. The ability to apply learned material represents a higher level of understanding than comprehension.

[1] Richard L. Derr, a Taxonomy of Social Purposes of Public Schools, David McKay Company, Inc, New York, 1973, p.7.

4. Analysis - Analysis is defined as the learner's ability to break down a communication into its constituent parts such that the organizational structure of the communication is made explicit.

5. Synthesis - Synthesis is defined as the learner's ability to integrate parts to form a new whole. It is the process of finding new ways in which facts, rules, and principles can be interrelated.

Affective Domain [2]

1. Receiving - Receiving is defined as the learner's willingness to attend to certain stimuli and phenomena. It represents the lowest level of affective outcomes in the learner's behavior.

2 Responding - Responding is defined as active participation on the part of the learner. At this second level, the learner is not only attending to a particular phenomenon but he is reacting to it in some way.

3. Valuing - Valuing is defined as the learner's assignment of value or worth to some phenomenon. It represents a commitment on the part of the learner to behave in a particular manner.

4. Organization - Organization is defined as the establishment of interrelationships among values acquired by the learner. It represents the beginning of the process of building an internally consistent system of values.

5. Characterization by a Value or Value Complex - Characterization is defined as the development of a characteristic life style by the learner. At this highest level of internalization, the values acquired and organized by the individual have controlled his behavior for a sufficiently long time so as to characterize his way of behaving.

The psychomotor domain has importance particularly in light of the increased demands for saleable skill preparation which often calls upon learning levels from this domain.

2 Ibid., p. 8.

The expertise supplied to the educational system in assisting students to develop these learning levels formulates the classroom teacher and curriculum designer's most important roles in education. The community itself expresses its expectations in two other domains (learning and social).

THE LEARNING DOMAIN

Modern classification systems now place the learning domain into what is called the "four C's".

1. Communications - All the processes of learning which involve reading, writing, speaking, and visual communications with each other.

2. Comprehension - The processes of understanding what we have learned, including the ability to relate that information to life situations in a positive manner.

3. Computation - The ability to deal with simple and complex figures as they relate to daily activities and work.

4. Coping - The ability to interact with peers, adults, and critical life situations in a changing environment.

The above areas can be considered processes which interlace themselves throughout all subject matter areas that are offered in a college. In addition, education is carried out by a man to pass on his heritage. The community reflects its desires of the educational system in this area through the "social domain."

THE SOCIAL DOMAIN

More and more, the college has been asked to assume the burdens of society which were previously assumed by the family unit or the church. Education has been expected to provide the panacea for all the social ills. Although the relevancy of this approach can be challenged, the demands still exist. Until recently, no domain existed in this area to assist educators in structuring educational programs.

In the previously cited text written by Richard L. Derr of Case Western Reserve University, A Taxonomy of Social Purposes of Schools, the rudiments of taxonomy have been structured. Since a taxonomy usually places a hierarchical level on the terms thus classified, this work is incomplete. The text still represents a monumental piece of work providing the following four "individual-in-society" educational purposes:

1. Citizenship - The student acquires the elements of heritage, learns responsible citizen roles, and respects the rights of others as elements of this domain.

2. Worker - The student develops a work ethic which is consistent with changing technology and continued learning. It includes the acquisition of career competencies in a productive society.

3. Family Membership - The student develops attitudes appropriate with family unity, moral values, and a social ethic which recognizes the dignity of others.

4. Leisure Time Use - In changing times when extensive leisure time may be available to the student during his life, he needs to develop a life style which is consistent with his career choice and which will allow him to return benefits to the society he serves.

Each of the three principle domains listed, Educational, Learning, and Social, interact on the student in the educational process. How this is achieved can be expressed in an Educational Plan as part of the total learning process. Chart B illustrates the interaction of these domains on the student in this process.

THE TEACHER AS A MANAGER

The role expectation of the modern teacher is far removed from the profile which is remembered from the days of the "Little Red School House." Although the teacher time is dedicated to the instruction of students, educational theory and economic necessity have changed roles significantly. The modern teacher is also a manager -- more and more the expectations of the educational community are providing for him to become a member of the management team.

CHART B

EDUCATIONAL DOMAIN INTERACTION

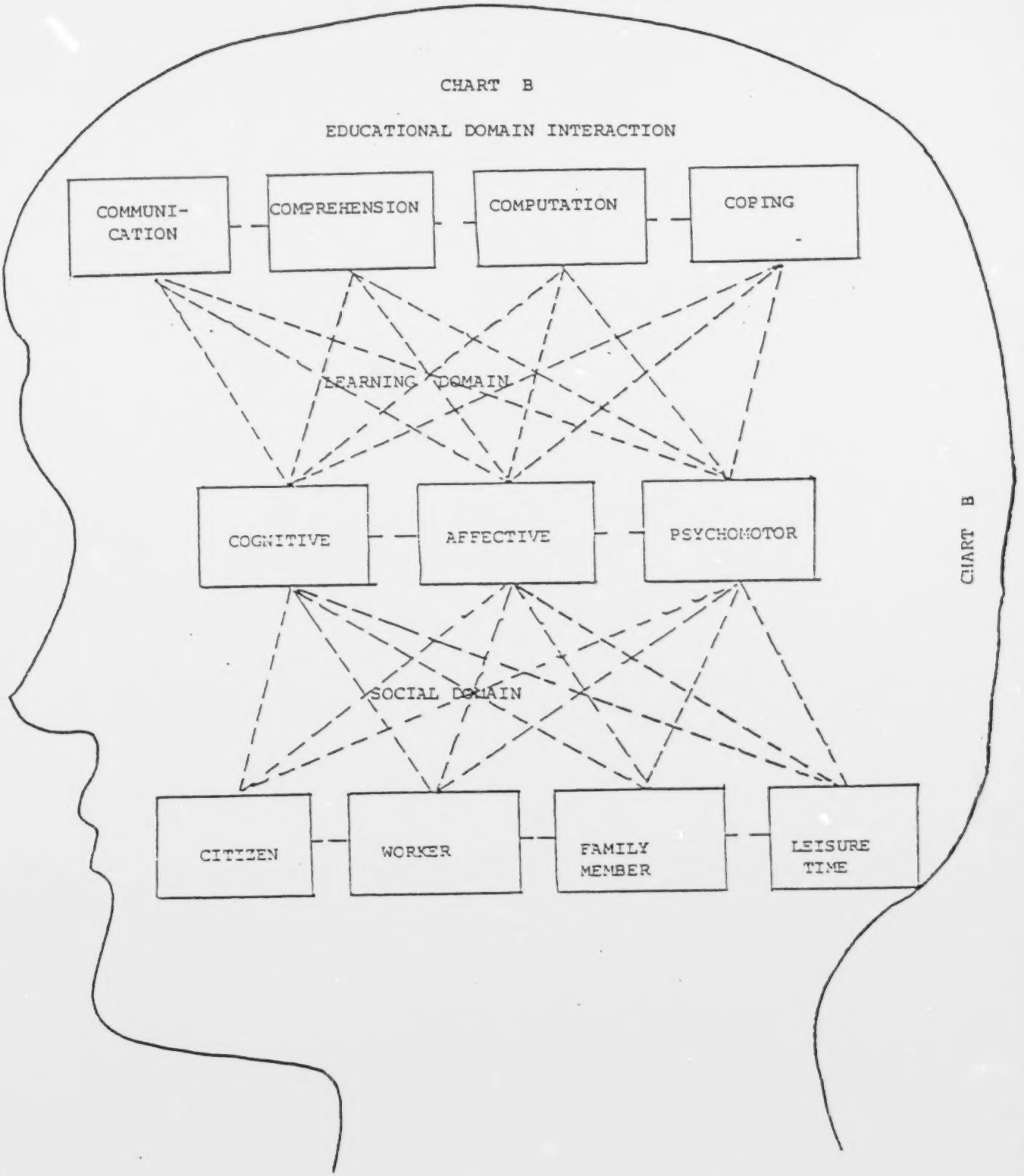


CHART B

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This does not mean that administration of the college is being usurped or replaced by teacher teams, but that the resources available to teachers and the need for participatory development in accomplishing a variety of goals calls for a more effective team management approach. These management changes are being experienced by educators in many ways:

1. Self-Directed Management (SDM) - A management system where the employee and supervisor plot out a course of action for specific goals and objectives in a manner agreed upon by the person to perform the duties.

2. Implementation - A system of teacher evaluation which draws upon the principles of accountability.

3. Participatory Management - An opportunity for all the participants who provide the end product to have a voice in determining how they will achieve the educational program goals.

As illustrated in Chart C, the teacher in modern decision-making processes has to deal with a number of outside pressures which affect him more directly than the internal/external pressures related earlier. These include:

1. Community Expectations - as they relate to the specific subject matter being taught by that teacher.

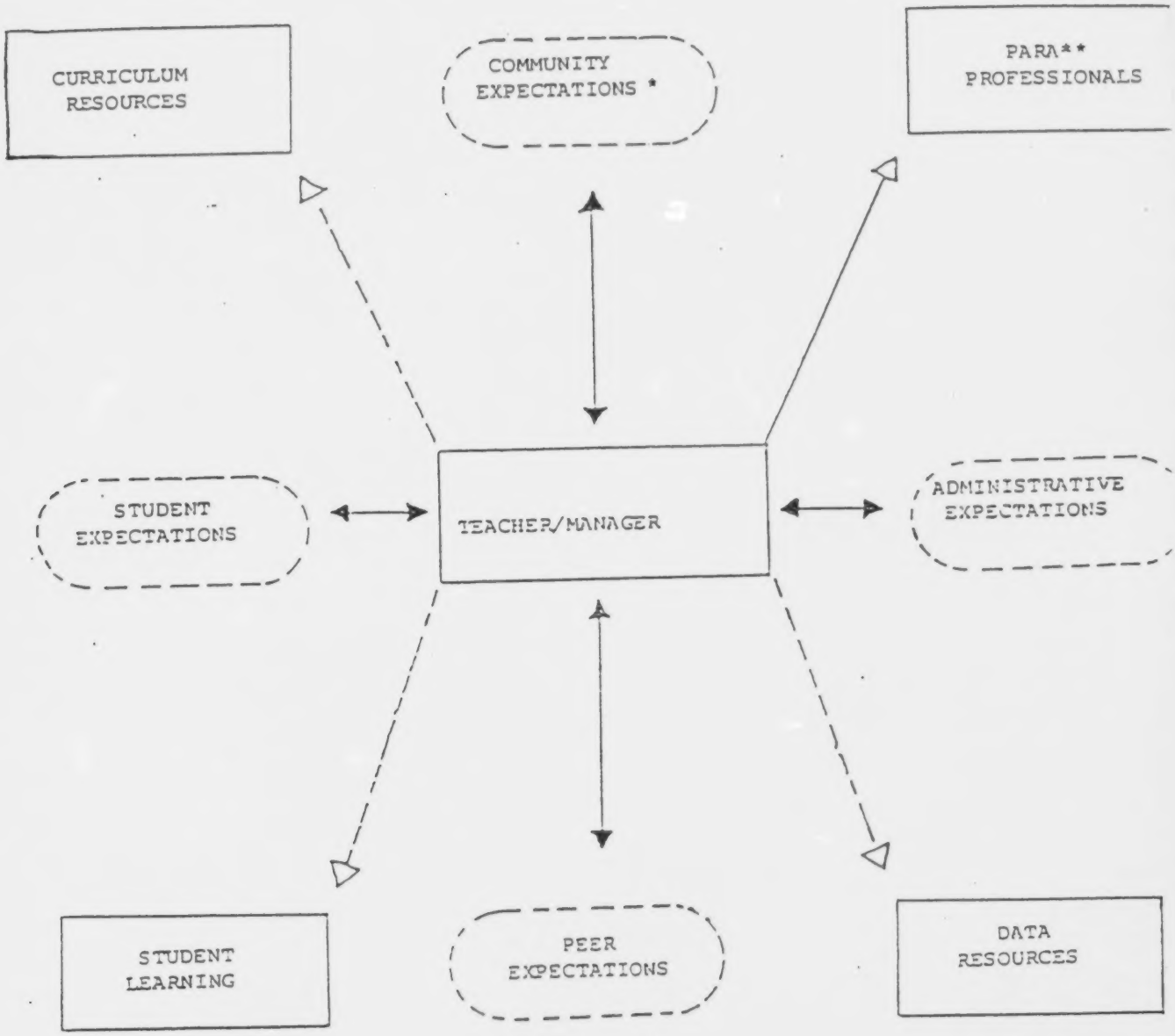
2. Student Expectations - regarding the services and the quality of instruction which will be provided in the class.

3. Administrative Expectations - regarding the operational functions of the college.

4. Peer Expectations - as they relate to the total teaching environment and individual economics.

CHART C

MANAGERIAL PROFILE



* EXTERNAL PRESSURES
** PARTICIPATORY MANAGEMENT

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Participatory management takes place in modern education for the teacher in dealing with:

1. The Educational Plan - and the means by which he or his department can make a contribution to the end product.

2. Curriculum Resources - assistance in the selection, monitoring, and maintenance of effective curriculum resources for his subject field.

3. Para-Professionals - the use of para-professionals to assist in the instruction is growing. This provides a means of offering more individualized instruction to students.

4. Data Resources - the management and retrieval of data relative to learning will be more commonplace in the classroom in future years. With the inception of baseline information and instructional information on the computer, the instructor will have the capability of identifying priorities and providing more effective instruction.

5. Student Learning - With all the advances in learning practices and the tearing down of barriers which previously existed between disciplines, the management of student learning as it relates to an educational plan or to learning theory will demand increased skills.

THE ACCOUNTABILITY MODEL

Teachers and administrators are becoming more accountable for the product they produce. We have discussed Self-Directed Management and Participatory Management as elements of an accountability model. Further illustration is shown through Chart D of the two directions accountability takes in the system to achieve student results.

1. Individual Accountability - Each member of the educational team is answerable to a supervisor in relation to his assignment. Individual accountability encompasses all members of the team.

2. Program Accountability - In relation to the expectations of the community, specific programs have been designed to achieve the stated goals. Accountability for these program goals is measured in a "program mode." To communicate this mode to the community and to provide for assessment, the Educational Plan has been developed.

DEVELOPMENT OF THE EDUCATIONAL PLAN

One of the tenets of Participatory Management is that "program expectations" will be followed by "program fulfillment," with each member of the organization being responsible for his "piece of the action." Since a case has already been established for full community involvement, any model to carry out the expectations must include input from all segments interacting in the model.

CHART D

ACCOUNTABILITY MODELS

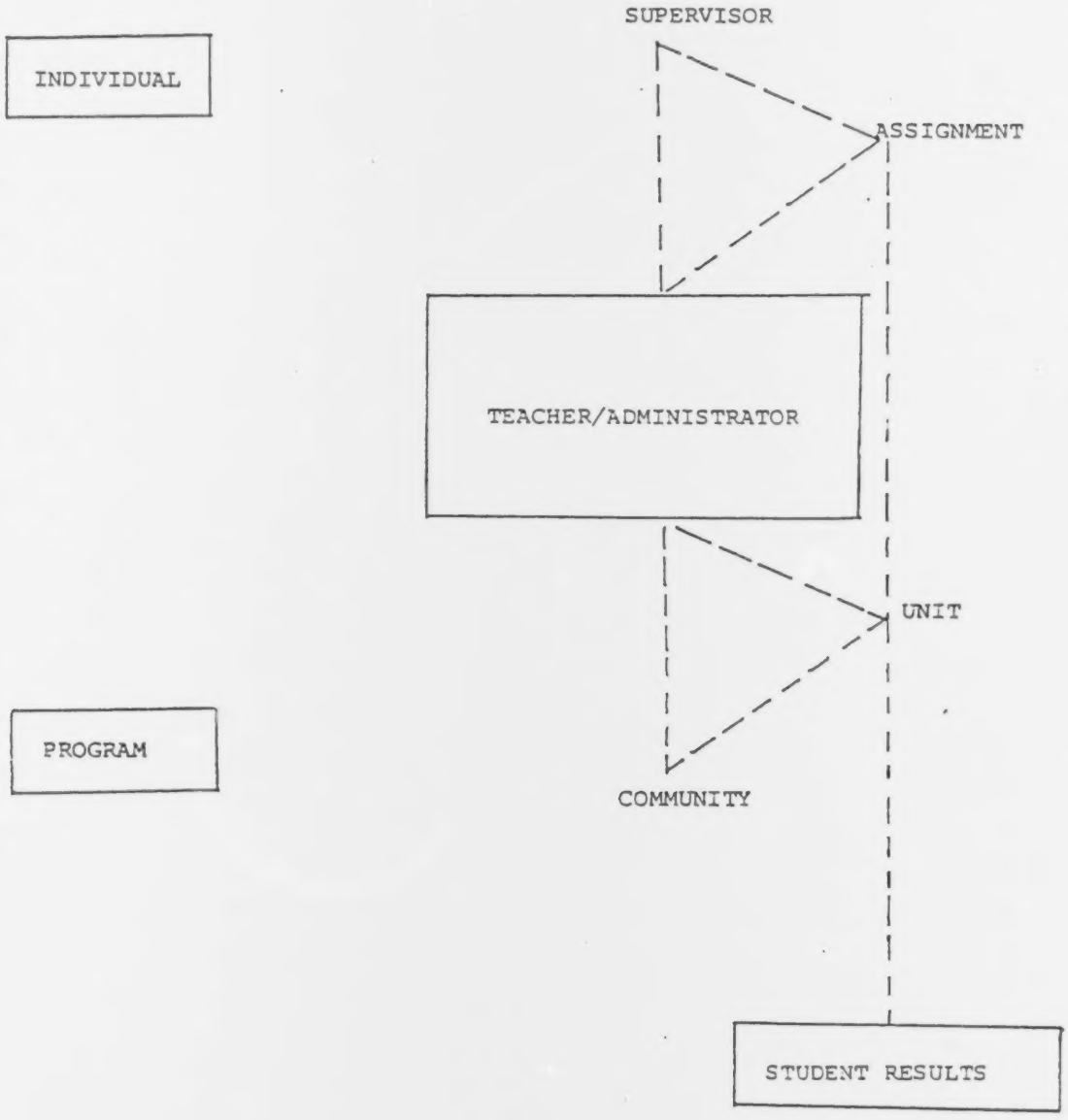

CHART D

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To accomplish full involvement, the Educational Plan which is being presented includes levels as illustrated in Chart E. These levels are:

1. Community - many individuals who establish thrusts relating to the Community Instructional and Managerial Goals.

2. Corporation - which must provide the support services and resources to carry out and manage the Plan.

3. College - which through its sub-community and administrative resources must provide for the overall goals as they relate to that college.

4. Department/Unit - which in reference to the community expectations provides for its contributions.

At this time, this constitutes the educational plan levels which will support the program accountability aspects of the program. The individual class could make program contributions but due to the cross-referencing of activities by teachers in more than one area of responsibility, the class level as a level of the program has been assigned to the accountability model for individual accountability.

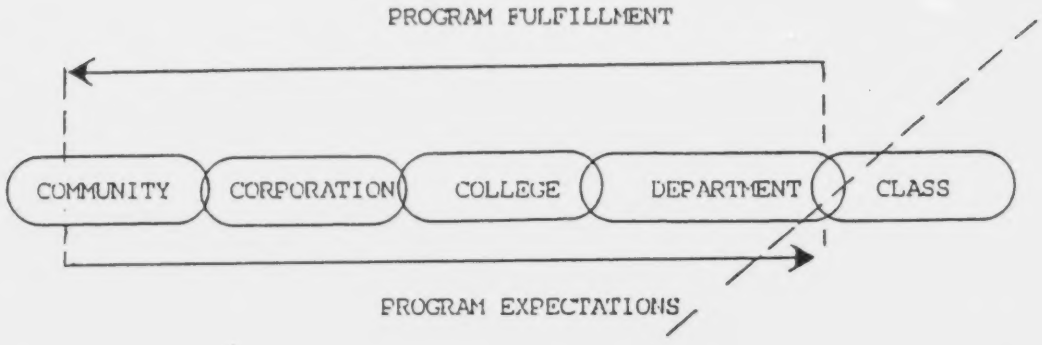
COMMUNITY INSTRUCTIONAL GOALS

PHILOSOPHY

The Phillips Corporation believes that the college and the community are partners in the education of students, but that the primary responsibility rests with the individual college. Tampa College believes that the college and the community should provide an atmosphere where there is an active commitment to further each individual's natural desire to learn, realizing that the ultimate responsibility for the education of any individual rests with the individual himself

CHART E

DEVELOPMENT OF EDUCATIONAL PLANS



PROGRAM ACCOUNTABILITY

INDIVIDUAL ACCOUNTABILITY

Tampa College believes that each individual student, regardless of sex, race, color, religion, ability, wealth, or background, must be prepared for effective living as a contributing citizen in a rapidly-changing society where life-long learning must be viewed as a normal expectation.

The college believes that the educational program should promote excellence based upon the optimum fulfillment of each individual's capabilities as determined by his experiences, needs, and incentives. It accepts the responsibility to provide the maximum opportunity for its students to acquire the basic skills and knowledge to be intellectually curious and aesthetically aware, to think and work creatively, to live healthfully, to achieve self-discipline and economic efficiency, to understand the obligations of democratic living and learn to live in harmony with nature and with others.

In the accomplishment of its philosophy, the college shall strive for constant improvement of the educational program; help each student develop into a well-adjusted, useful, intelligent, contributing citizen; maintain constant involvement with all segments of the community; and provide efficient and effective management and utilization of human and financial resources.

The following goals were adopted in order to provide more specific direction in the implementation of college philosophy. They fall into four major categories: Self-realization, Human Relationships, Economic Efficiency, and Civic Responsibility.

In listing these goals, no priority order is intended.

1.0 SELF-REALIZATION

1.1 Adaptability - To provide an educational program which encourages each student to learn how to think and develop modes of inquiry in order to adapt to any of life's challenges with confidence and effective behavior.

1.2 Accumulation of Knowledge - To provide the opportunity for each student to acquire the basic skills, information, and concepts in order to be intellectually curious; to develop habits of listening, observing, and reasoning effectively; and to think and work creatively.

1.3 Communication and Transmission of Knowledge - To provide each student the opportunity to develop both verbal and non-verbal skill in communication.

1.4 Use and Evaluation of Knowledge - To provide each student the opportunity to develop skill in intelligent, constructive, critical, and creative thinking so that he may develop the ability to analyze situations, recognize resources, evaluate alternatives, make judgements, accept responsibility, and take intelligent action.

1.5 Desire for Knowledge and Continuing Education - To provide each student the opportunity to recognize the value of developing intellectual curiosity and acquiring a positive attitude toward learning as a life-long process by engaging in educational experiences which are relevant to his present and future needs.

1.6 Aesthetics - To provide each student the opportunity to cultivate an appreciation for beauty in various forms and to encourage the development of individual creative self-expression and talent through various media.

1.7 Avocational and Leisure - To provide each student the opportunity to pursue and develop personal interests and to develop skills which will encourage a creative, productive, and enjoyable use of leisure time.

1.8 Physical Health and Safety - To provide each student with an awareness of the importance of physical fitness and sound personal habits of health and safety, and the opportunity to develop positive attitudes toward the conservation of human resources, both for the individual and society.

1.9 Mental Health - To provide an atmosphere conducive to mental health and to provide each student the opportunity to develop his individual feeling of self-worth, self-understanding, and self-confidence.

2.0 HUMAN RELATIONSHIPS

2.1 Character Development - To provide for each student the opportunity to develop a sensitivity to moral standards which will provide firm support for ethical behavior.

2.2 Inter-relationships of Peoples - To provide for each student the opportunity to develop an appreciation and respect for the cultural heritages of other peoples of the world, a respect for the worth and dignity of each person in a society, and an awareness of how each enriches the world.

2.3 Peer Relations - To provide each student the opportunity to increase his understanding and acceptance of himself so that he will learn to accept, understand, and appreciate others.

2.4 Home Life - To provide each student the opportunity to appreciate the significance of a stable family unit to an enduring society so he can develop wholesome and responsible attitudes and skills necessary for functioning within the family structure.

3.0 ECONOMIC EFFICIENCY

3.1 Economic and Consumer Efficiency - To provide each student the opportunity to understand economic principles; to become a well-informed consumer; and to develop and understanding of the effective use of economic, human, and natural resources.

3.2 Career and Occupational Selection and Preparation - To provide each student the opportunity to make mature and appropriate educational and occupational choices and to develop the skills and flexibility necessary for economic competency in a rapidly-changing society.

4.0 CIVIC RESPONSIBILITY

4.1 Democratic Principles - To provide each student the opportunity to develop an understanding and appreciation of our American heritage and the corresponding civic obligations, responsibilities, and laws of our governing bodies.

4.2 Individual Relationships with Government - To provide each student the opportunity to develop an awareness and appreciation of an individual's rights and responsibilities toward all levels of his government and to encourage each student to exercise those rights through individual participation and involvement to the fullest extent.

COMMUNITY MANAGERIAL GOALS

This list of goals includes the thrusts of the college in providing operational efficiency to better attain the educational goals of the college and to provide the mechanism whereby diverse talents can work as a team to reach common objectives:

1.0 ADMINISTRATIVE SUPPORT

1.1 Self-Directed Management (SDM) - To develop and consolidate a management system which will provide top-down direction while allowing bottom-up development.

1.2 Evaluation - To consolidate the personnel evaluation instruments which will measure effectiveness in reaching performance objectives.

1.3 Affirmative Action - To develop and implement a program of affirmative action which will ensure the fair and impartial selection and treatment of all employees.

1.4 Public Information - To expand the public information network of the college evolving in better staff and community communications.

1.5 Governmental Resources - To improve the cooperative relationships between the college and other governmental units leading to program sharing, operational efficiency, and instructional growth.

1.6 Administrative Policies - To consolidate and revise the college's administrative policies, thereby increasing managerial effectiveness.

1.7 College Procedures - To consolidate college procedures of various types to improve administrative efficiency.

2.0 INSTRUCTIONAL SUPPORT

2.1 In-service Education - To improve and consolidate the in-service education programs for all personnel of the college leading to more effective utilization of individual talents.

2.2 Counseling - To develop a counseling operation in the college oriented to increased student utilization of individual talents.

2.3 Educational Plan - To develop and articulated and comprehensive educational plan for the college.

2.4 Community Involvement - To utilize the talents of individuals and organizations within the community in the educational process of the college.

2.5 Educational Evaluation - To develop an educational evaluation system which identifies, analyzes, and reports data for educational planning.

2.6 Flexible Scheduling - To study and implement possible designs for flexible scheduling along with other alternatives providing instructional flexibility.

3.0 OPERATIONAL SUPPORT

3.1 Budget - To centralize the budget operation and to allow supervisors more voice in determining budget development and control as it effects their operation.

3.2 Cost Effectiveness - To develop a cost accounting procedure for the college to further measure effectiveness of educational programs in relation to operational costs.

3.3 Housing Needs - To provide adequate housing needs for the educational programs through internal development and utilization of community resources.

UNIT IMPLEMENTATION OF THE MODEL

For the purposes of the Educational Plan each of the levels illustrated in Chart E are referred to as Units. Following this pattern, a Goal Matrix has been developed which will include the implementation of each unit's contribution to the community expectations. (See CHART F.)

Each unit studies its resources to deliver the community instructional and managerial goals: staff competencies, student population, operational resources, and existing programs and student evaluation information, including baseline data. Based on this needs assessment, the unit

will select specific goals to which it can make a contribution and state that contribution on the Educational Plan Goal Matrix.

Upon completion of a unit plan, we will have shown our contribution to the community expectations; and the community will have a means of knowing what to expect in end results. These individual units are combined into a package (College Educational Plan and Individual Educational Plans) to show a total team effort.

The units are further identified in this manner:

COLLEGE UNIT:

1. Knowledge Skills/Administrative Services
2. Admissions, Career Planning & Placement, and Pupil Services
3. Personnel & Community Relations
4. Business/Financial Aid Service Team
5. Research, Planning, and Management

OTHER UNIT(S):

1. Departmental Unit(s) Program Coordinators

PERFORMANCE OBJECTIVE EMPHASIS

As a writer is preparing his educational Plan unit, the role he plays in the implementation of the Plan will determine the emphasis upon which he writes his objectives. Roles are identified as:

1. Instructional
2. Managerial

All make contributions to the community instructional and managerial goals in reference to their assignments. An administrator (who provides a support service) might prepare an objective and work plan designed to interact on an instructional goal in managerial terms. Conversely, a teacher might express a managerial goal in terms of how it would affect instruction.

COMMUNITY INSTRUCTIONAL GOAL REF NOS : (1.0)

COMMUNITY MANAGERIAL GOAL REF NOS :

PERFORMANCE INDICATORS:

1.

2.

3.

PERFORMANCE OBJECTIVE	Resp.	WORKPLAN AND MONITORING				
1.1 (Statement showing expected outcomes) (C.I.G. 1.1)		Existing Conditions (What Is)	Desired Conditions (What Should Be)	Discrepancy & Analysis	Major Solution Procedures (Fiscal Implications)	Implementation Schedule

GOAL: _____

COMMUNITY INSTRUCTIONAL GOAL REF NOS: (1.0) COMMUNITY MANAGERIAL GOAL REF NOS: _____

PERFORMANCE INDICATORS:

1. _____

2. _____

3. _____

4. _____

5. _____

PERFORMANCE OBJECTIVE	Resp.	WORKPLAN AND MONITORING	Scale	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

CHART G is included to illustrate this emphasis and shows that it is difficult to have pure managerial or instructional goal--each relates to the other. However, for clarification of plan writing and referencing of the activity, this separate identification system becomes necessary.

Because of the broader roles of units as they affect the management chain, it may appear some program features are omitted. Each unit has taken on full commitment to the total list of 17 instructional goals and 17 managerial goals via the needs assessment. The stated college "thrusts" emphasis in a given year will be oriented to the specific programs which are shown on the goal matrix.

EFFORTS TOWARD "CONSOLIDATION"

For the last few years, the college has been experiencing rapid change as well as growth. The development of an Educational Plan will give us a chance to consolidate efforts of each of the units interacting to provide a more efficient delivery system for students--a delivery system meeting community expectations. It will give us a chance to focus on programs and to provide college unity of effort.

Future assessment of the Educational Plan will provide a base for cost effective operation as departments share their methodology to meet community commitment.

A BEGINNING EFFORT

This plan as presented is a beginning document in a rather rough and formative stage. The college plans will require review and input to polish these efforts. The press of time in getting the effort off the ground has restricted completion of many of the desired components in the development of a complete educational plan. It is intended, as we prepare for the Educational Plans, that the staff will be able to implement the following improvements:

1. Increased Needs Assessment - Each of the departments should base its educational plan on the assessment of data which shows to what degree they are accomplishing community goals and thrusts. Since we are still developing evidence and baseline data continued data retrieval should provide better input.

2. Total Staff Input - Beginning documents are difficult for a total staff to react to, since it is difficult to perceive the finished product. In the next year, the staff will have an opportunity to assess and revise their unit contributions.

3. Program Accountability - Until the first two steps are completed, it will be difficult to arrive at true accountability for the product. Further refinement will develop program levels for which the team can measure its program progress and report back to the community at a level where they can accept responsibility for the end result.

4. Community Identified Managerial Goals - By the next year, we hope to have a committee on Goals input to verify or validate the community managerial goals which are to be used in the development of educational plans.

The timeline from this report is to start the interaction and planning in March, 1992 and produce the 1993 Educational Plan. This will provide the staff with the capability of:

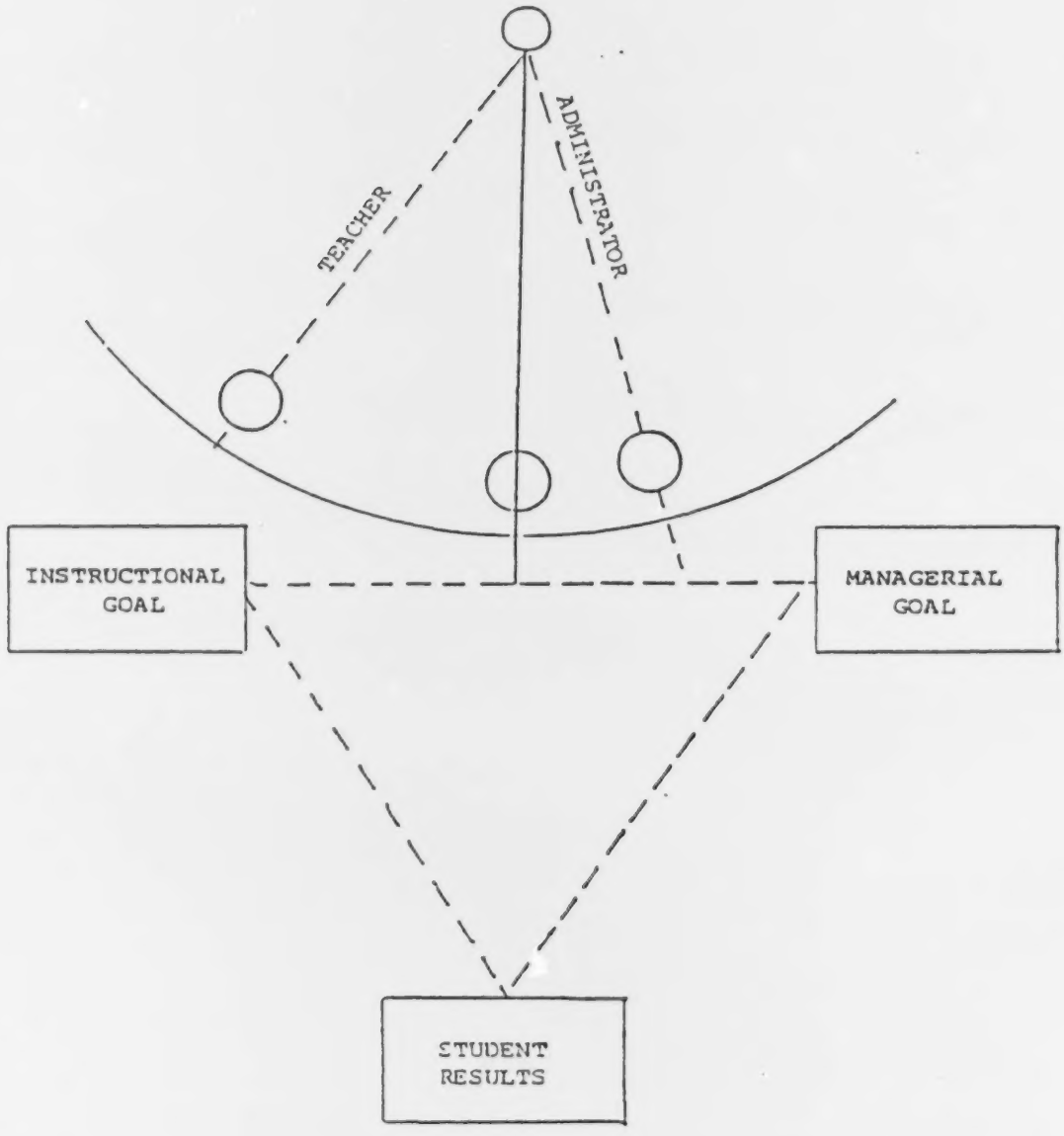
1. Knowing the community expectations upon which programs must be developed.

2. Having the program input developed and compared before individual self-directed management plans are completed upon which individual evaluation will be based.

It is not the intent of the Educational Plan to become the instrument upon which individual accountability will be completed. The merit in having the Educational Plan is to provide focus and team work on the total educational program--an effort which is long overdue.

CHART G

PERFORMANCE OBJECTIVE EMPHASIS



PRESIDENT'S ROLE

The role of the President in the Educational Plan has been to provide leadership for its development by:

1. Bringing about the community elements which provide the input to the program.

2. Providing the resources through which the Plan can be developed and implemented.

3. Interpreting the Plan to the community, and to the Corporation.

4. Providing an administrative atmosphere conducive to the type of team effort which will make this Educational Plan effort effective in providing a delivery system attuned to community needs.

As the President is accountable directly to the Corporation for the entire educational program of the college the entire Plan represents the efforts of the President and his team to implement the community expectations. The specific College Goals for the 1992-93 school year are:

TAMPA COLLEGE GOALS

This series of goals represents the College's goal emphasis in meeting the community goals. As the college administration accepts the responsibility for all the goals established in the community instructional and managerial phases, these goals represent the direction and emphasis for the 1993 school year:

COLLEGE INSTRUCTIONAL GOALS:

1. Self-Realization - The College will provide an educational atmosphere whereby students can accumulate knowledge, communicate effectively, develop mental and physical competency, and rationally determine their needs for leisure time activity and continuing education.

2. Human Relationships - The college will assist the student in the development and understanding of cultural heritage, peer relationships, moral values, and individual contributions each student can make to the community.

3. Economic Efficiency - The college will provide each student with skills which will lead to economic efficiency, including saleable skills, consumer knowledge, and assistance in career selection.

4. Civic Responsibility - The college will provide an opportunity for students to become aware of the democratic process and their relationship to that process and government.

COLLEGE MANAGERIAL GOALS:

1. Administrative Support - The college will provide leadership whereby the diverse talents of its educational team will be able to participate in the decision-making process; whereby communications, equal opportunity, and governmental resources will contribute to the viable operation of the school.

2. Instructional Support - The college will contribute to the school resources, assist in evaluation, provide in-service education, and develop means of support to achieve the educational plans.

3. Operational Support - The college will provide for the housing needs of the college, parking efficiency, and an effective fiscal operation to the end that the college will have a voice in fiscal management as it relates to their contribution to the educational product.

PRESIDENT'S THRUSTS

This needs assessment takes into account the managerial roles which will emanate from the office of the president in the fulfilling of his contributions to the Educational Plan. No plan would be accurate in its structure if it did not take into account student results. Student results, on the other hand, are expressed in the quality of instructional program being offered. In this behalf, the thrusts being presented are oriented to improving the instruction by Tampa College:

1. Project 94 - In cooperation with Phillips Corporation, to develop a plan including a redefinition of the purposes of education; a plan for maximizing community involvement in the college; and a plan for curriculum and graduation requirements.

2. Management Systems - The college will be moving to project costs down to specific classes and, thus, provide more meaningful data upon which to base instructional program growth.

3. Evaluation Systems - Both programs and personnel, if they are to be effective, must have continuous evaluation. Through the expansion of the performance indicator base, new input into the baseline data bank, and the improvement of the educational processing system, we should be able to account for our efforts and place improved insights on future growth.

4. Supplemental Funding for Research and Development - The college will assume leadership in providing funds and resources for a united research and development program. College administrators and staff should develop systems that will carefully monitor and evaluate programs in this area.

5. Assessment of Student Personnel Services - Several new methods of providing student personnel services are to be assessed by the college this next year. We plan to concentrate time and resources in an effort to bring quality services to all students.

6. School-Community Relations - The areas of committee participation, governmental liaison, and public information all assist us in being able to improve the effectiveness of the instructional program. We will continue the effort in this direction.

7. Environmental Education - We must carefully look at the involvement of students and teachers in this vital area and develop a plan of action that will both meet the needs of students in a changing environment and yet be within the fiscal limitations of this college.

8. Alternative Programs - We will explore the possibility of federal funding to develop a program for those students who experience difficulty in adapting to the regular program.

9. Building Utilization Efficiency - We will continue the building utilization patterns which have been approved and which are within the resources of the college.

10. Staffing Units - College administrators have been working on a new staffing unit concept for the college. Plans called for the finalization of this task by the middle of 1993.

This series of thrusts does not negate the responsibility of any member of the team to work toward full implementation of the community instructional and managerial goals which have been developed. It does provide a focus of emphasis upon which everyone can contribute for the following school year.

The administration and staff are proud to present the following Instructional Effectiveness Program for the school year.

Respectfully submitted,

Dr. Raymond R. Troxell, Chairman
Mr. David C. Zorn, President

KEY: AREA OF RESPONSIBILITY

1. PRESIDENT
2. DEAN
3. FACULTY
4. DIRECTOR OF ADMISSIONS
5. BUSINESS MANAGER
6. DIRECTOR OF FINANCIAL AID
7. CAREER PLANNING/PLACEMENT COORDINATOR
8. ASSOCIATE DEAN OF GRADUATE STUDIES AND SPECIAL PROJECTS
9. ADMINISTRATIVE ASSISTANT TO PRESIDENT
10. ASSISTANT DEAN(S)
11. RECORDS COORDINATOR
12. STUDENT SERVICES ADVISOR
13. COORDINATOR COMPUTER INFORMATION SYSTEMS
14. PROGRAM COORDINATOR PARALEGAL
15. PROGRAM COORDINATOR MANAGEMENT/MARKETING
16. COMMERCIAL ART PROGRAM COORDINATOR
17. MEDICAL PROGRAM COORDINATOR/INDEPENDENT STUDY
18. PROGRAM COORDINATOR OF CIS
19. PROGRAM COORDINATOR OF GENERAL EDUCATION
20. PROGRAM COORDINATOR-ACCOUNTING
21. INSTRUCTIONAL MEDIA CENTER
22. BOOKSTORE MANAGER
23. MAINTENANCE
24. LOAN OFFICER

SCALE FOR EVALUATION OF PERFORMANCE

1. No activity in area
2. Objectives have little work completed
3. Objectives partially met
4. Objectives achieved
5. Objectives exceeded

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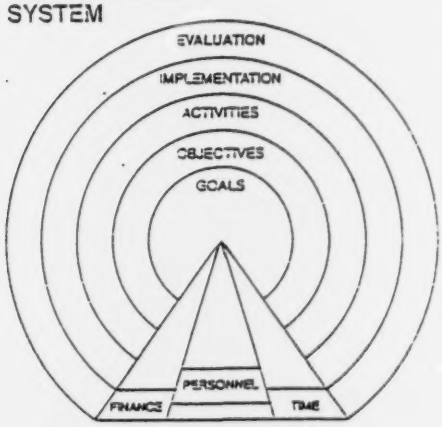

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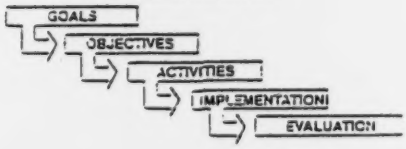

ADMINISTRATIVE SERVICES

INSTRUCTIONAL PROGRAM
KNOWLEDGE / SKILLS
INSTRUCTIONAL MEDIA CENTER
PROFESSIONAL DEVELOPMENT

NAL EFFECTIVENESS PLAN FOR 1992-93

I

Members of Administrative Services carry as a prime thrust the ability to provide maximum support services to the college to increase the effectiveness in individually meeting community expectations of college thrusts, resulting in innovative approaches to education which will improve student results.

II. UNIT INSTRUCTIONAL GOALS: (List in priority)

(1) The Administrative Services provides an educational atmosphere whereby students can become adaptable, accumulate knowledge, communicate effectively, develop mental and physical competency, and rationally determine their needs for leisure time activity and continuing education.

(2) The Administrative Services provides the necessary support for the administration and teaching staff in order that students will develop to their fullest capability an understanding of their cultural heritage, peer relationships, moral values, and community contributions.

(3) The Administrative Services provides support in order to ensure the development of students' saleable skills, economic efficiency, consumer knowledge, and career selection.

(4) The Administrative Services assists in providing an instructional program where students gain a knowledge, understanding, and appreciation of their American heritage, their civic duties, and a sense of responsibility to their government.

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III. UNIT MANAGERIAL GOALS: (List in priority)

(1) The Administrative Services provides assistance in implementation of Self-Directed Management (SDM), the public information program, and college procedures.

(2) The Administrative Services increases support services assists in evaluation of instruction, provides and encourages in-service activities, and develop other means of support which assists the college in achieving educational plans.

(3) The Administrative Services assists in determining and providing optimum educational facilities, services, and fiscal management information required to meet the instructional needs.

(4) The Administrative Services assists in determining and providing optimum business and educational services that meet the needs of students, staff and community.

G O A L: THE ADMINISTRATION SERVICES PROVIDES AN EDUCATIONAL ATMOSPHERE WHEREBY STUDENTS CAN BECOME ADAPTABLE, ACCUMULATE KNOWLEDGE, COMMUNICATE EFFECTIVELY, DEVELOP MENTAL COMPETENCY, AND RATIONALLY DETERMINE THEIR NEEDS FOR LEISURE TIME ACTIVITY AND CONTINUING EDUCATION. (SELF-REALIZATION)

COMMUNITY INSTRUCTIONAL GOAL REF NOS: (1.0) COMMUNITY MANAGERIAL GOAL REF NOS: _____

P E R F O R M A N C E I N D I C A T O R S :

1. Dean involved in instructional planning and program.
2. Effective acquisition and use of instructional materials in the instructional program.
3. Evaluation of instructional program and curriculum study.
4. Outside agency referrals.
5. Pupil accounting.

PERFORMANCE OBJECTIVE	Resp.	WORKPLAN AND MONITORING	Scale	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1.1 The Dean DEMONSTRATES that program coordinators are involved with teachers in constructing instructional-level objectives	2	GOALS AND OBJECTIVES OF THE INSTRUCTIONAL PROGRAM a. Minutes of all Long Range Plan Curriculum groups are presented. b. All present goals, objectives and activities for the Long Range Plan are submitted. c. All proposed goals, objectives and activities are presented to the Dean.									x	x x			

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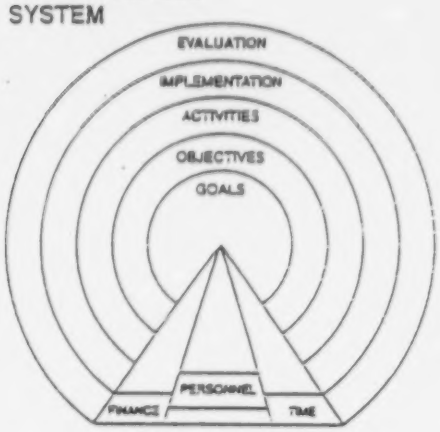

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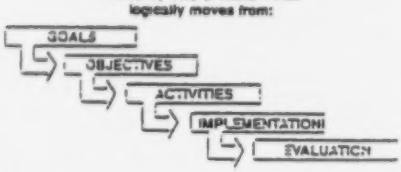

ADMISSIONS
CAREER PLANNING &
PLACEMENT
PUPIL SERVICES

I. UNIT PHILOSOPHY:

The Pupil Personnel are oriented to assisting students to become self-actualized. Toward that effort the resources and staff of this Division are dedicated to assisting the college in helping students reach their goals.

II. UNIT INSTRUCTIONAL GOALS:

(1) To provide a program design whereby students become adapted to life's challenges, acquire attitides appropriate to life-long learning, develop personal interests to enjoy leisure time, and develop effective mental health concepts.

(2) To provide program support to the college whereby students develop sound character traits, awareness of the worth and dignity of others, effective peer relation-ships, and an understanding of the wholesome roles of the family unit.

(3) To provide program support whereby each student gains the opportunities to make mature and appropriate educational and occupational choices and to develop skills and flexibility necessary for economic competence in a rapidly changing society.

III. UNIT MANAGERIAL GOALS:

(1) To provide the administrative support to the Pupil Personnel Program which enables the staff to function efficiently, effectively, and coopreratively as a member of the Pupil Personnel team.

(2) To assist the staff in personal development, program development, community liaison, and program evaluation oriented toward the established educational plan.

(3) To participate with all staff members in assuring that, when necessary, students are afforded all rights as awarded them under the doctrine of due process.

(4) To participate with all members of the educational team in providing the highest quality Pupil Personnel Program at the lowest possible cost.

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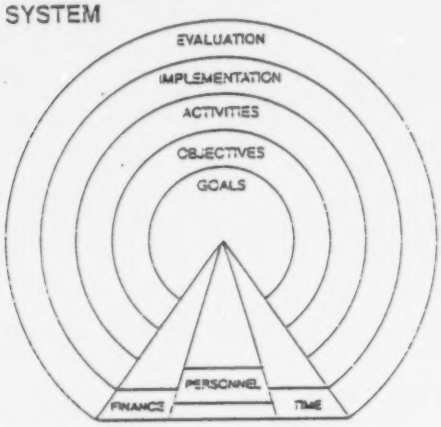

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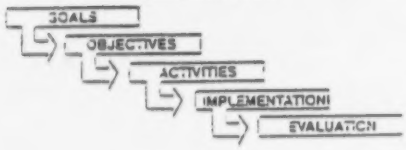

PERSONNEL AND COMMUNITY RELATIONS

I. UNIT PHILOSOPHY:

The personnel staff is concerned with providing a quality program equipped to achieve the Educational Goals of the College. In its effort to meet this need the staff endeavors to keep in focus human relationships and exemplary standards of excellence among this staff.

II. UNIT INSTRUCTIONAL GOALS:

(1)

(2)

(3)

(4)

(5)

(6)

III. UNIT MANAGERIAL GOALS:

(1) Ensure employment of persons to meet the personnel needs of the college and remain consistant with fair employment practice.

(2) Ensure the development and revision of policies and staff rules in the area of personnel.

(3) Ensure continued development and implementation of a performance eveluation program.

(4) Maintain and revise present personnel procedures for best utilization of personnel services to all employees.

(5) Accomplish communication between the Personnel Office, and other departments.

(6) Provide for such in-service education to develop personnel competencies required to implement and carry on personnel programs.

(7) Ensure employment of persons to meet the administrative personnel needs of the college.

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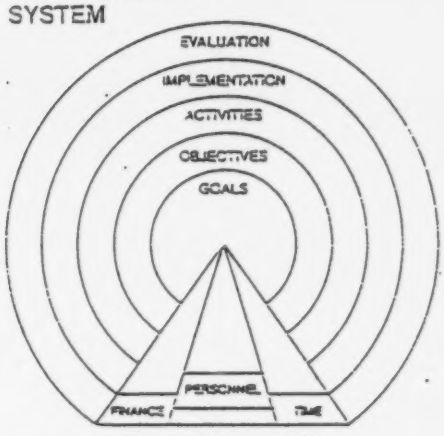

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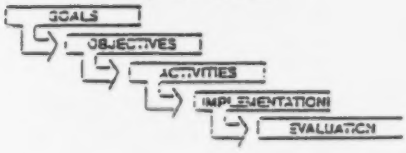

BUSINESS/EDUCATIONAL SERVICES TEAM

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EDUCATIONAL PLAN

I. UNIT PHILOSOPHY:

Within budgetary constraints, the Business Office is committed to the most modern, innovative, systematic approaches to providing the very best service-audit-regulatory assistance for all components of the college.

II. UNIT INSTRUCTIONAL GOALS: (List in priority -- limit to 6.)

(1) To provide facilities, support, and resources which enable other units to meet instructional goals with-in budgetary constraints.

III. UNIT MANAGERIAL GOALS: (List in priority -- limit to 6.)

(1) Establish an organizational climate that enables the staff to integrate personal objectives with unit objectives.

(2) Ensure business and educational services meet the needs of students and staff.

(3) Develop and maintain user and patron support.

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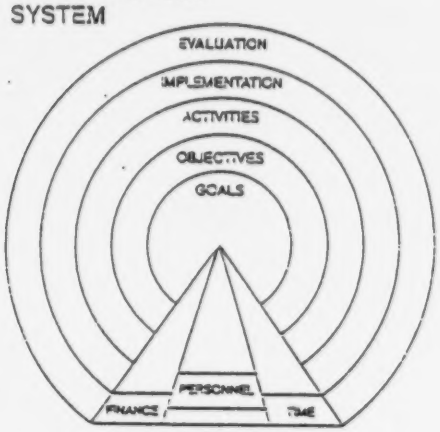

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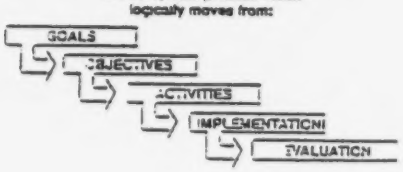

RESEARCH, PLANNING & MANAGEMENT

I. UNIT PHILOSOPHY:

To offer consultive assistance to all staff members in the optimization of planning and management and to assure that management information is rapidly and accurately available to personnel using the best system identified by systematic developmental research.

II. UNIT INSTRUCTIONAL GOALS: (List in priority -- limit to 6.)

(1) Alter the school year in order that students may derive the greatest benefit from their schooling.

(2) Investigate the ramifications of competency based education and the feasibility of implementation.

III. UNIT MANAGERIAL GOALS: (List in priority - limit to 6.)

(1) Upgrade capability of college to prepare for inquiry and update of business, personnel and management information.

(2) Foster a systematic analysis of organization and decision making through study and revision.

CONCLUSION

"THIS IS ONLY A BEGINNING, NOT AN END."

Account

A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

Accountability

The capability and the responsibility to account for the expenditure of money and the commitment of other resources in terms of the results achieved. This involves both the stewardship of money and other resources and the evaluation of achievement in relation to specified goals.

Accounting

The procedure of maintaining systematic records of happenings, occurrences, and events relating to persons, objects or money and summarizing, analyzing, and interpreting the results of such records.

Accounting System

The total mechanism of records and procedures of recording, retrieving, and reporting information on the financial position and operations of a governmental unit or any classifying of its funds, balanced account groups, and organizational components.

Activity

A major group of related tasks. The largest unit of work into which a function or sub-function may be divided.

Activity Assignment

A classification of activities performed by a staff member which indicates what a staff member does.

Administration

Those activities which have as their purpose the general regulation, direction, and control of the affairs of the school system.

Administrative Action

Any action which results in the regulation, direction, or control of the affairs of the organizational unit.

Adult Basic Education

Consists of learning experiences concerned with the fundamental tools of learning for adults. These are adults who have never attended school or have interrupted formal schooling and need this knowledge and these skills to raise their level of education for self-confidence, self-determination, for preparation for an occupation, and for functioning more responsibly as citizens in a democracy.